

## **Executive Summary: Faculty Workshop on August 20, 2014**

The CSB/SJU Faculty Workshop on August 20, 2014 featured Lee Knefelkamp speaking on general education. Dr. Knefelkamp gave a presentation in the first portion of the morning, and the faculty later broke into small groups to discuss the following questions:

1. What do we want CSB/SJU graduates to be like 5, 10, 20 years after they graduate?
2. At yesterday's Community Forum, we were asked, "It is 2020. What distinguishes CSB and SJU from our competitors?" Putting the same question in the context of liberal education and the Common Curriculum, what will be distinctive about our graduates?
3. What do we need to do to get there? How do we create an environment to facilitate change?

The Common Curriculum Visioning Committee (CCVC), whose members are listed below, collected and organized the faculty's responses. Because the answers to the first two questions above were similar, the answers to those two questions were organized together; the answers to the third question was treated separately. This organization resulted in 19-pages of categorized comments that can be found at the end of this document.

Faced with 19 pages of typed notes on a large range of issues, the committee felt it would be helpful to look for themes. After some false starts, the categories were finalized and are in the chart on the next page. The committee recognizes that there were other ways to categorize the data and that there is overlap between some of the categories. Still, we felt this was a useful way to present the data (the raw, uncategorized data is still available to faculty on the CCVC Moodle page).

### Common Curriculum Visioning Committee Membership

Terry Check, JFA Chair and Communication  
Jean Lavigne, JFA Vice-Chair and Environmental Studies  
David Arnott, Music  
Bret Benesh, Mathematics  
Jean Didier, Global Business Leadership  
Emily Esch, Philosophy  
Ben Faber, Psychology  
Ken Jones, History and Director of Common Curriculum  
Barb May, Biology  
Isabel Tompkins, CSB Senate  
Alex Wald, SJU Senate

Macro-Level Categories	Micro-Level Categories
<b>Learning Traits</b>	
	Flexible, adaptable, innovative, creative
	Lifelong learning, curious, life of the mind
	Openness to new Ideas
	Connecting the Interdisciplinary dots
<b>Skills</b>	
	Critical Thinking
	Communication Skills
	Team and Leadership Skills
<b>Individuality and Community</b>	
	Awareness, Tolerance, and Engagement with varied Groups (Global, Gender, Diversity)
	Community Citizens
	Autonomy, Independence, and Self Awareness
<b>Values</b>	
	Happiness, personal fulfillment, meaning
	Moral, Ethical, and Benedictine Values
<b>Process</b>	
	Conversations
	Learning from the Past
	Shared Vision and Commitment
	Cultural Shift Needed
	Funding for planning/executing change
	Communication between disciplines/departments/divisions

# Raw, Categorized Data

## Learning Traits

### ***Flexible, adaptable, innovative, creative***

- Adaptability → possess tools to be intellectual, spiritual, personal, and desire to continue to grow
- Reinvent/reimagine themselves, their lives continuously; how they exist in the world; their understanding (broadly understood)
- Flexibility & adaptation – not always take the most obvious path
- Innovative
- Flexible, adaptable
- Prepared to meet emerging challenges in a changing world
- Flexible and adaptable – to find success in the face of change & challenges
- Flexible, adaptable
- Employment → adaptability & flexibility for changing job markets
- Able to change and cope with change
- Creative
- Our grads are adaptive/flexible
- Independent and creative way of thinking
- They are flexible, able to change themselves and shape change in the world
- Sense of creativity and innovation
- Always know there are alternatives to what they're doing
- Adaptability to environmental changes/global changes
- Take risks needed to grow, change
- Be innovative in strategies to maximize bang for buck
- Known for creativity & innovation
- Students will have learned well to work in groups
- Student will have been in classes with students who are not in their major, are not like them
- Ability to manage limited resources, how to prioritize and have foresight for future implications, sustainability vs. near-term product
- Transferrable skills not just content
- Flexible and complex thinkers
- Student who are open to face challenges, capability to see themselves in many roles & positions, willingness to try and be challenged.
- They have good problem solving skills
- Good problem solvers (know how to identify what comes next, don't wait for direction – seek it out)

### ***Lifelong learning, curious, life of the mind***

- lifelong learners
- Take risks (adventurous and curious)
- Developing skills to continue to learn long after they leave the institution.

- You are not a finished project; you are not an end project
- Reading for curiosity about the world, pleasure
- Seeking challenges
- Readers
- Inquisitive
- Intellectually engaged in world
- Curious/life-time learner/engagement
- Engagement in the bigger picture
- Lifelong learners committed & open to continued learning
- Maintain interests they had in college
- Lifelong love of learning
- Intellectually curious- teach how to ask questions; not satisfied with first simple answers
- Manifest curiosity by being informed
- reading variety of literature; expose themselves to broader sources of information and don't get stuck in an "echo chamber"
- moving in a positive direction, willingness to embrace where they are currently and integrate learning along the way to continue developing
- Upon reflection, they see that they have put into practice lifelong learning skills they learned here (willingness to get involved/engage intellectually with campus and in community where they are- return their skills and knowledge)
- Alums that are readers and dedicated to life-long learners, engaged in life and the outside world (have interest and appreciation for all fields)
- Book readers
- Learn how to learn
- Have more questions than answers
- Know how to seek relevant information
- Self aware that we are always unfinished
- Find or develop a passion – care about something
- Passionate about life – lack apathy
- Curious
- Wonder & awe about the world – building for curiosity
- Critically understand what's in class, lifelong learning
- Curiosity to know that they don't know and not be afraid to ask; CSB/SJU is a place to come back to; identity-making happens here at CSB/SJU
- long term learning
- Not to miss an opportunity to sharpen themselves
- They remain curious about their world
- They read widely
- Maintain curiosity and continue learning
- Lifelong learners
- Life-long learners
- A deep appreciation of art and the joys of creative work
- An inspiration to continue the adventure of learning about and experiencing art
- An explicit commitment to continually enlarging themselves and their awareness of the world
- More aware of world
- Greater curiosity regarding meaning for life
- Continued learning through their lifetime

- Becoming a person of depth – think, learn, relate, write

### ***Openness to new Ideas***

- Open to new ideas, technologies
- Willing to get outside of comfort zone
- multiple sides – make effort to understand point of view of others
- Openness to exploring context before framing decisions
- Comfortable encountering perspectives with which they do not agree (new as well)
- Ability to try and examine questions or experiences that may challenge you to take a risk on things that aren't obvious
- Open minded
- “Comfortable being *uncomfortable*” (study abroad is one we do this well)
- Deep and lateral thinkers

### ***Connecting the Interdisciplinary dots***

- Being able to scaffold learning, making connections between current class & previous classes. Integrating specific knowledge into broader world-view.
- Integrative thinkers
- Should be better at getting our students to connect the dots between aspects of their common curriculum learning within and across disciplines (now mostly what we do with students is connecting the dots. Currently in capstone, new courses coming in, but not widespread)
- Students who are interested and skilled in inquiry across various topics
- Common curriculum that helps connect the dots. Our students are all unique, but we should have more in common.
- Could do better with interdisciplinary student in the common curriculum
- Connecting dots would be helped with team teaching
- Natural sciences can fulfill, but can be hard dots, no connection
- Right now collecting, but [not?] connecting
- Multi-disciplinary approach to connect dots
- Prompt students to make connections – what are you experiencing, how does that relate to other courses (not obvious to students)
- Mature students – current students are box-checkers
- Learning to make connections beyond classes transforms the person not just personally but socially – places in a context of 2000 years. Although abused in the past it gives student adults a set of common references)
- Undergraduate research earlier and often; interdisciplinary research or problem solving (goal is to have graduates be able to walk into a work situation and feel they have something to contribute)
- Connect departments so students can do what they want – thinking outside the box in a creative way
- Take their degree/education and apply it in an innovative way. Art major works in special education, etc.
- Work harder to “connect the dots” – curriculum more integrated
- Broad and critical knowledge/understanding of inter-disciplinary

- How to get out of disciplinary silos to encounter and converse productively about complex interdisciplinary questions
- Connect their studies to their current work – including other non-major disciplines. Plant interest in many areas.
- Students with interdisciplinary appreciation
- People come together across “disciplines” with shared interests
- Avoid silo thinking
- To be able to connect dots from discipline to discipline
- To understand advantages and disadvantages of disciplinary education
- To connect dots to see bigger pictures
- Able to see/understand interconnections between what are, on the surface, disparate ideas/events
- Desire to work with other disciplines to solve problems
- Is there a link between common curriculum and discipline education? How do we differentiate? How can we enhance this?
- Foundations or sequence? How are we innovative?
- An appreciation for fields other than their own – “Connecting the dots”
- Developing community engagement and connectivity – does it affect what happens in the classroom
- Global citizenship through the study abroad program – maximize the experience of students who study abroad here
- They will have had an integrative common curriculum experience
- They went beyond “discipline” to explore a discipline
- They will have completed an interdisciplinary capstone
- Is it a check box vs. wanting & recognizing value in common curriculum
- That students can say they owned every aspect of their institutions

## **Skills**

### ***Critical Thinking***

- Able to engage in questions without need for a “right answer”
- Willing to question & challenge
- Understand that 3 various ways to frame questions – context questions are situated; under metanarratives
- Good problem solvers
- Problem identifiers and problem solvers
- Have breadth and depth in a particular area of expertise
- Readers, but critical consumers of information
- Think deeply about events around them; understand, what is my role, what do I do now?
- Critical thinkers who can apply their skills to every aspect of their lives
- Students who can think quantitatively and make decisions thereafter – designate skills/components vs. discipline. Specific # of courses
- Know how to handle complexity & ambiguity
- Critical consumers of information, be able to evaluate quality of information
- Critically read and seek information and answers to questions, ability to ask questions
- Realization that these 4 years change their way of thinking/philosophy

- Employers see our students as better critical thinkers relative to grads from other places (innovative, ethical, possess team skills)
- Broadly educated, critical thinkers, socially responsible individuals
- Principled, hard-working, thoughtful
- Be able to think critically
- Critical thinkers (question the media, politicians, authority) Distinguish between good and bad information
- Be critical thinkers, especially in the public sphere. Be aware that there are different ways of approaching a problem.

### ***Communication Skills***

- Good communicators – writing & orally
- Communication changes in 21<sup>st</sup> Century: Challenge one another, express views well, email, orally, essays, finals. (texting/email/formal writings)
- Ability to: agree to disagree-cordially; engage in difficult conversations; to understand is not to condone.
- Engaged, listening and recognized
- The ability to write well
- Having an ability to sit and listen in silence
- Able to communicate because of liberal arts background
- Students have developed good communication skills from having been in a variety of small classes
- Speak well, write well – DESIRE to be involved but also confident & competent – tools to be involved
- Good speaker/advocate implies good listening
- Ability to communicate and hold logical conversations about many topics
- Able to communicate with people who do not share their values
- Be able to communicate effectively
- They can listen to differing views and deal with complexity
- Strong writing abilities
- FYS

### ***Team and Leadership Skills***

- collaborative, draw on information of others
- Leaders
- Team players
- collectively through discussions
- Recruit others – loyalty
- Leadership skills (e.g. confidence, communication skills, good judgment skills, being able and will to step up when called upon or when circumstances apply)
- Alums that are prepared to take on and advance in leadership roles, to follow tracks that may differ from typical tracks within major
- Ability to work together across age groups, skills sets (not just race/gender)
- Can lead – can work off the script in innovative ways

- How are we preparing students for leadership in their professions?
- Team workers, innovative, communicators, problem solvers
- Willing to learn from others – as in a community
- They are influential in a personal and professional way
- They can work well with groups and communicate clearly
- Ability to work with and accept others in real time, face-to-face encounters
- Empower our students as agents – sit with people you don't know, change clubs, leadership. This models a way to lead by team inclusive and productive
- Team building & proper communication (ICLP – Mo's project...see this revised)
- Developing people who will be leaders
- Leaders in their community (broad definition of community; apply Benedictine principals to these communities)
- So much data, info; skills as a team; write reports, grants; work with people
- Level of collaboration and teamwork mastery

## **Individuality and Community**

### ***Awareness, Tolerance, and Engagement with varied Groups***

#### ***(Global, Gender, Diversity)***

- They are inclusive rather than exclusive in their dealings with other people
- Sensitivity to other cultures, empathy for those with unique backgrounds; study abroad strength
- Engagement with gender and more integrated in CC (distinctive – sustained engagement with gender)
- Responsible members of a global community
- Benedictine/gender – aware of effect of gender on perception of the world. How do we integrate that into common curriculum? What would that produce in grads 5, 10, 20 years from now? We don't do this as well as we could.
- Emphasis should continue on gender and perhaps be increased
- Global perspective; what is intercultural designation?
- Global citizenship thru student abroad programs (with in nursing)
- Understanding organizations in global context
- Be more thoughtful about men's and women's gender issues because of the unique arrangements of our campuses
- They will appreciate & even embrace those with different points of view and different cultures, in part due to our very strong global engagement programs.
- Study abroad – realize they are part of a global community
- They will have a global perspective having travelled abroad or approached topics from a variety of world viewpoints
- They will understand the need to see things from the perspective of both genders
- Most of our students will have some sort of international or study abroad experience
- Global & intercultural understanding (race & gender)
- Experience with and tolerance of differential willingness to listen to the other
- To be open
- Able to have comfortable dialog with multiple perspectives
- Ability to be comfortable discussing with people you disagree with



- Liberal” means being open-minded
- To be able to look back and say they learned how to be a man/woman at CSB/SJU
- Our coordinate relationship allows more awareness of gender, that needs to continue
- Gender awareness – more limited for men
- Carry forward a peer culture of feminism, understand sexual differences
- Think about their impact globally and care about global issues
- Openness to assessing one’s own place in the world
- Recognize part of global community
- Encourage reengagement with world
- Empathetic to diverse populations
- Intercultural capacities – local, global. To be able to move beyond local & welcome with in community. Good global citizens – local- eye to global; connections
- Global national local citizens
- Exposed to different worlds and be able to make astute connections (not facile, superficial connections) AND grapple with different views – LISTEN, empathize and understand even if we remain different
- Learn to be comfortable in situations. As global citizens they will be outside comfort zones
- Understand and be able to relate to cultural and religious differences
- Tolerant to a variety of viewpoints but not just tolerant, engage with them. Tolerance is first step
- Global mindset/citizenship
- Appreciate diversity & embrace living in it (not isolating or merely tolerating)
- Need to embrace diversity more in service-learning
- Gender education; understanding differences between sex & gender – working with student development and in context of human rights
- Leaders in a unique placed to explore the role of gender
- Deliberate about housing to address issues of cliques. How to encourage interactions?
- Our students become aware of cliques in work, clubs, organizations, and notice. We need to alert and address.
- See value in meeting divergent people
- Everyone needs to be involved with this initiative
- IC can address this – can we also link IC to other campus initiatives?
- Communication between student development and faculty about incidents against women & minority so we are AWARE.
- Our environment supports this – not a bubble protecting us from outside, but forcing us to deal with others intimately. Isolation – we need to learn to get along.

### ***Community Citizens***

- still debate great questions and act on these debates with civic engagement
- Contributors – to community, employer, families
- Actively engaged in their communities
- Focusing energies on what they are doing for others, serving others
- Able to talk to anyone about many topics
- Empathetic
- Civically engaged and aware
- Support of the Arts

- Be good citizens on all levels of civic engagement
- Engagement in communities, making world a better place (mentoring others to become this)
- Involved – leaders in their community
- Good engaged citizens of both human & non-human communities, of community in the broadest sense
- Think beyond what I want, not just taking from community, but giving back
- Communication – engaged in community civic engagement
- living with integrity, community
- Responsibility to society – self-motivated to be ethical and responsible for actions and how they affect others
- Maintain mindset of service
- Consequences to engagement and failure to engage- be ethically engaged; have an ethical framework; the world is not a given – engaged persons can make a difference
- To have learned how to engage with both technology and people
- Poised to do good in the community
- Not isolated/disconnected from the outside world
- Interest in surrounding community
- Connected to communities by service; growing in leadership roles in the community
- Working for the underserved; awareness of others
- Meaningful work for common good
- They are engaged in their work and community
- Citizenship/sense of community (compassionate for others)
- Sense that community & common good are no opposed to freedom
- Sense of vocation – how what they are, what they're gifts are and how that can be used to the benefit of the community, etc.
- Learning how to live effectively within a community
- We will have an especially high number of students who go into service
- How do we leverage our distinctive, active community? How do we move this piece from an implicit part of curriculum to an explicit part of curriculum?
- Cosmopolitan in their awareness of fortune, misfortune and the general human situation
- Do our faculty feel a sense of community (that our students say is so important to them?)  
There is clearly some sense of community discord between age, international, and minority students
- Sense of community on campus
- Socially & civically responsible-not just advancing own personal security
- They will have an extraordinarily strong connection to CSB/SJU, not only through their immediate friends, but to the total communities here.
- Civically engaged, community engaged
- Give back – what do they then return back to CSB/SJU?
- Students will be excited about, skeptical of and engaged in change
- Community service
- Somehow our grads will remain connected to each other (alum connections)
- Students who've had significant experience with outdoor education (taking advantage of Arboretum)
- Students approach life at work with broad understanding and appreciation of Earth as home-ecological literacy

- Good and engaged citizens who contribute to community in broadest sense (citizens of Earth)
- Integrate community (international, out-of-state, etc.) into 1 community which must happen in the classroom, too

### ***Autonomy, Independence, and Self Awareness***

- Have the ability to learn independently
- changing conception of yourself
- Ability to learn on own, ability to self-motivate on ethical issues/societal responsibilities
- Student who question what roles they can take on through mentors, they then figure out who they are and what that means in the context of society
- Strong sense of agency – that what they do can change the world
- Have confidence to make decisions on their own vs. parental-oriented decisions and self-exploration
- Knowing self...started on the path of reflection
- Be able to be self-aware and be intentional about how one lives one's life.
- Awareness, agency, action
- Independent, literate and engaged
- They will be reflective about both who and what they are
- They will have an intelligible narrative about their lives, whence they've come, where they are going, to what end they're living
- Can explain how the liberal education/common curriculum has changed them
- Know why common curriculum is important; why they are taking it
- Ambiguity, ability to handle uncertain future
- Live with complexity and ambiguity
- Not to be frightened by ambiguity
- Learn how to work outside comfort zone
- Quality of perseverance, counter to current trends without laziness or entitlement
- Be able to embrace ambiguity and opposing ideas without becoming a relativist
- Free, intelligent, self-responsible, choices
- Living intentionally
- Having independence – not seeking attachment or care-giver
- Self-aware
- Think independently (particularly about changes)
- Freedom to be themselves, self-reliant
- Autonomous adults
- Capacity to learn independently
- Be able to do self-assessment
- They are able to reflect on their paths in life
- Autonomous learning, self-motivated, independent
- Teaching students how to assess themselves

### **Values**

***Happiness, personal fulfillment, meaning***

- Balanced
- Face choices: make informed personal decisions about work, life, community
- Integrated life (happy & joyful) – resonated meaning in both work and personal lives
- Being at peace with environment (occupational, financially, personally) perhaps a learned peace by knowing that there are hills and valleys to navigate
- Students should feel fulfilled and happy in their lives and careers
- In process of living a sustainable “good” life
- Live a life and career grounded in what they have learned at CSB/SJU... appreciate college and academic experience as foundation
- Remain excited, in love, passionate about CSB/SJU
- Employed in a career they are passionate about
- Define success broadly – not just for status or money
- Passion for what they do
- Achieve balance
- They are healthy both physical & emotionally
- Successful, broadly defined
- Successful on their terms
- Healthy, happy, whole, connected to world in real way, to creation, environment, knowing how to negotiate all the distractions today, to be centered.
- Risk-takers; intellectually and ethically (willing to take a stand)
- Ethical risk-takers in a sense, counter-cultural (envision counter stories)

### ***Moral, Ethical, and Benedictine Values***

- Grounded in values
- Ethical – but can consider new ethical questions
- Have a vocabulary to discuss moral dilemmas
- To have courage to take a stand on issues
- Moral, Ethical & Value questions – to have informed way of being in the world which incorporates these three
- Do good well (Robert Frost)
- To look back and say you developed a strong sense of who you are at CSB/SJU
- Compassionate
- Empathy, be able to envision others’ perspectives
- Passionate, ethical citizen with broad worldview
- Ethical – not just leaders but to create environments where ethics are taken seriously, truly integrated ethical behavior, consistent awareness
- Deeper committed people of good character; justice seekers
- Become reasonable people – intellectual and ethical (not just logical)
- Be loyal, empathetic human beings
- Social justice tools to think about social issues
- to care about ethical formation of our students
- enlarged moral imagination
- Ethical, well-rounded, considerate
- They stand up to injustice in challenging situations
- They have empathy and a global consciousness
- They have a sense of social responsibility

- Dimensions of a spiritual; relating to what is important beyond us – as it fits in student's belief system
- Exhibiting respect for others, beyond just mouthing the words. Empathy for others
- To be able to look back and say there was a vigorous engagement of Catholic & Benedictine heritage and be able to evaluate in a critical way
- Articulate what it meant to attend a Catholic/Benedictine institution
- Benedictine values essential
- Feel that they have been shaped by our Benedictine values – has it become an integrated part of their lives?
- Alums' ability to realize the value of their experiences and how that impacts future decisions in a long-term way – that folks are reflective with a Benedictine foundation
- Be able to live out Benedictine values.
- Maintain tradition of civility, commitment, community
- Do we have some distinctive features compared with a similar liberal arts school? Courses such as theology that express our values (ethics)
- Appreciating and articulating ethical questions in all areas of life
- They will be people of an enlarged ethical, spirited vision
- Benedictine values (these translate well into business world – hospitality, listening, customer service, welcoming into an organizations
- They will be more self-aware and mindful because of the stable, reflective monastic communities. They will have the idea of stability even across generations
- Welcoming to others (strangers, those with other views, etc.)
- They will have inherited Benedictine values
- More conscious of environment
- Ethics: better support, everyone needs to include this into courses, Benedictine values. Should infuse all courses with what we deem important.
- Ethics in the common curriculum
- Students who have observed and understand Benedictine values
- Monastic influence still there – CC imbued by Benedictine Values; reflection – learning to be focused, still in tradition of our monastic communities
- Benedictine values
- Helping students gain personal accountability, responsibility to the community

## **Process**

### ***Conversations***

- Think of our peer/aspirant institutions as ALLIES not competitors
- Get out of the departmental silos. Gender education should be a counter to that not a sampling of the silos which we have now.
- Need good conversations about priorities. Have wonderful ideas, but can only do so much. A sustained conversation about what matters most
- Models, scenarios, not pretty to have those electronic discussions
- Create an environment to facilitate change (a separate vision from bitching)
- Reduce faculty bureaucracy; maximize collegiality. Seems like not trusted. Perennial problem with goals
- Purposeful discussions of liberal arts

- We (faculty) are open to challenges, to active listening
- Intentional dialogue
- Model and include students in more conversations like this
- Time to hear many ideas
- Leaders that the community trusts to bring consensus (compromise) that everyone can get behind
- Ask? Does our event meet core values? Can we coordinate, not compete?
- Rubber hits road – how does a non-liberal arts institution do it? What is different? Not the course in the CC but contents and learning goals in the courses Who should connect the dots? Faculty? Students? How can faculty assist students to connect the dots? INCENTIVES/ENCOURAGEMENT/REQUIREMENTS TO GUEST LECTURES/WORK TOGETHER (help force people to think about it)
- Keep talking, snail's pace forward. Start with clean slate; create something new for students of 21st Century
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- We need to have discussion of issues of choice, breath, depth (how many dots do we try to get them to connect?)
- Structures and process that take our student from where they have been to where we want them to be. Not be reactive, but be interested about keeping things going well
- We need sustained (on-going, never-ending) conversations about what matters most.
- Are they getting an education?
- majors/students to know from other departments and disciplines – what should a graduate from your major know from other majors/disciplines?

### ***Learning from the Past***

- Danger in thinking what we've done in the past is adequate for the future. We have gender and intercultural requirements, yet we have problems on campus. Need to constantly reimagine what we do.
- What worked?
- Very dissatisfied with the end result
- It is a process matter – approving a core in phases over several years was a mistake but acknowledge and...
- Learn from previous mistakes; better not to start at department (reduce turf battles)
- Must know where we are today (before we can make a change)
- To get to where we want to be, do we have to change? (continuity to our identity; don't focus exclusively on change – take from the now and the past, too)

### ***Shared Vision and Commitment***

- Sensibility, not check box
- Willingness to show the pain of making adaptations. Need buy-in to do the work
- Important things need to be done, but many want other people to do it.
- Adjuncts should be involved in these conversations

- Share vision – but we often don't take enough time to come to a share vision. Must be inclusive
- Time to build consensus
- How do we create the environment we want?

### ***Cultural Shift Needed***

- Reconfirm that we can teach themes (ethics) in any department even if we teach them differently
- Resistance to change; sizable not change, no need; everyone else needs to change, different models discussed; philosophical debates, not pragmatic solutions
- New blood in upper echelons
- Change facilitated by newer faculty
- rethinking how we run our courses to incorporate these ideas & connections
- Build a culture aspirational – it can be interesting to build these skills but we won't get everyone
- Higher from outside to lead departments
- Be open to outside perspectives
- Eschew in-breeding, parochialism
- Create environment for trial & error, be okay with the mess as we move ahead
- Approach as a revolution – not a reform
- Be open to change!!!
- No tweaking
- Time to implement innovative ideas (not getting bogged down with the day-to-day)

### ***Funding for planning/executing change [including non-funding but execution related comments here]***

- Create processes so we don't have to worry about today but have time work/act strategically (esp. related to budget realities – be proactive vs. reactive)
- In-person meetings, voted, reach a consensus
- Randomly have meetings with three departments or one from each in groups
- We shouldn't plan curricula that we don't want to teach or don't have the staff to teach or won't support financially
- Academic Affairs leadership has to be open to change & must have full institutional commitment
- Need to build relationships/buy-ins/investment with faculty, students, administrators, etc.
- Administration needs to be more accessible to the faculty and to remember that they are there to serve the faculty and help us do our work. Faculty needs support to make change
- Resource questions can't drive the bus
- We need more data upon which to base change but we need to be timely – world is changing fast. How do we tend to the present?
- The nuts & bolts of how it gets done, how we get faculty buy in (need to understand other disciplines, issues, challenges, problems)
- Does everybody assume someone else is doing it?

- Framing issues in terms of how they help students
- Clean and clear process
- Focus on students and who they become
- Common curriculum be front and center – not marginalized!
- Develop a coherent pathway that engenders the distinctiveness & intentional pathway we hope for. Less of a cafeteria approach (e.g. a series of common experiences)
- Develop coherent, intentional pathway to engender distinctiveness we hope for
- Size works against us
- Larger LA school poses challenges; certain majors too big, professional programs, education & nursing
- We need a reward structure that looks beyond the department and encourages us to team teach, to work together, and to do interdisciplinary work (we could consider a common core that is interdisciplinary and encourages team teaching)).
- Merge the schools – coed (60% women; 40% men) budget is hamstrung by two schools, selectivity is affected by it – this is a gender issue
- Budget structure must change as more women enroll, can we fairly maintain 52/48 rule? The budget cannot be linked only to enrollment
- Faculty compensation
- Use of adjuncts is a big question related to all this
- Development funds
- Consideration of extra-departmental work in tenure & promotion
- Core structure that encourages us to work together
- 80/20 how to get the 20% to buy in
- Money for faculty-student interaction
- Encourage connectivity – faculty lounges; rope off areas in Reef/Gorecki; discount one day
- Create processes so we don't have to worry about today but have time work/act strategically (esp. related to budget realities – be proactive vs. reactive)
- More opportunities for faculty to get together

### ***Communication between disciplines/departments/divisions***

- Address how a common curriculum can affect departments and staffing (need to feel safe – don't want division or department to be undermined ) this has enrollment implications
- Recalculate programs; folks need to understand material realities of education
- To get around “turf wars” – the discussion around a new common curriculum should emphasize asking each department what its faculty wants its
- Get away from “my department” and move towards “my institutions”
- We need to have collective ownership of CC
- Avoid self-interest and turf wars
- 2 most crucial things – 1.) Connecting the dots: collaborating with other departments and faculty 2.) Bigger scale: holistic people (our students) to be formed...and our teaching/educational philosophy should reflect that
- Beyond disciplines – specific things, how do we keep emphasizing core things introduced in FYS throughout CC



- Set aside silos and think more broadly (give up turf if needed for better student learning; think of ways disciplines contribute to larger goals)
- More inter-departmental team teaching and planning (remove the silos! Create unique courses that no one else has)
- Create more generic vs. specific degrees (Natural Science vs. Chem, Bio)
- Opportunities to speak cross-divisions, campus like this JFA – excellent to help us cultivate the earth in order to plant something new
- Community is important – interconnectedness (community building/empathy)
- Model connecting the dots for the students by working and connecting with each other
- Departments connecting, finding common ground, perspective
- Counterpoint: too broad, we have a whole slug of dots, but maybe no connections. Need to be interdisciplinary within our own classes.
- Collaborations between departments is key
- Be intentionally integrative
- Demonstrate with ourselves the value of interdisciplinary work, the ability to talk about this (awareness of metacognitive approach and institutional engagement of resources [advising, global center, etc])
- Respect for each other's disciplines -Recruit faculty & student that buy into this vision
- Work together more outside of our departments
- Better job of communicating with each other about what opportunities we have – share ideas
- Communication among different faculty. Cross-disciplinary.
- Territory turf not practical solutions
- Enough funds to academic affairs to allow some team teaching

## **CC Structure Specific Comments to pass on**

- Common core discussion can't be "net zero sum" situation- must be "net positive sum"
- Standards will change; information is less important than mindset; how will CC influence that; will they remember some lectures?
- FYS begins a conversation using skills, openness, ethics, self-awareness, and is take up again through curriculum
- Unfortunate possibility non-science students here are less exposed to science than competitors
- Should we have skills/flags and also incorporate Benedictine values in those requirements too (do these values translate into common curriculum goals that align with things like quantitative reasoning?)
- Community centered. FYS big. For curriculum, potentially extend FYS type experience. Potentially use this to replace distinct core-curriculum requirements.
- CC should be as important as major
- CC now very common, mediocre, same as everyone else
- Not many classes for the 3 designations, enough choices
- Flag/designation contradiction; leaner structure; more choices for students
- Writing not separate flag

- G and Ex designation; a chance for you to gain not get a designation; connect to their field of interest
- “Have to: take the flags; more interdisciplinary courses? Biological writing
- Not have to be a course → internship, student work, right venues?
- Internship a bigger part
- Outside of classroom
- Credits for internship
- We want the BLOATED core!!
- Things that are fundamental to our culture (return to some aspects of the traditional core)
- Opportunities for scholarships, fellowships, research, internships
- AP credits overriding common curriculum but student need them to save money
- We will still have a version of FYS that combines learning & Community building
- Critical thinking; not as good a job in critical thinking especially in 2-3 years; a lot in first year and senior year in disciplines, but 2<sup>nd</sup> and 3<sup>rd</sup> year lacks
- Understand how different disciplines look at the same world though different lenses
- Integrated series of courses – fundamental diversity is too great these days – integrated courses within European tradition failed miserably because can’t have integrity in this (faculty all want to do what we are comfortable with)
- Taking on some of student development responsibility
- They will have had “ethical” integrated over four years – not just one at the end
- We are a rural environment with lots of trees – hooking that to our curriculum it’s about place
- Split FYS – one semester first year, one semester senior year (same cohort?)
- That we remained Catholic & Benedictine – an awareness of academic and critical skills done in a religious tradition. That it was a positive experience even for those of other traditions (Atheists, Muslims, Agnostic, etc.) and everyone felt respected.
- Have had some opportunity for sex/gender segregated education
- CC = unhealthy competition among departments
- In 2020, revision in CC leads to cooperation among departments and areas overarching
- Start letting go of specific content – we need to be open to curricular change
- Make things mandatory. Skills, assets...but can be problematic, requires check off list
- Teach students to talk about themselves non-major-based vs. ability to talk about their skills and competencies (say skills 1st vs. major so employers and others understand and can see value)
- Ethics common seminar mentors FYS or other pairings between classes
- Make students connect dots for themselves. Make them show how their classes fit into their program & connect to other classes during advising or in class
- Make students take a minor not in a discipline, but in something like “the self”. Then faculty would have to show how their course fits in that & students would have to recognize that. Or an interdisciplinary course taught by faculty from different disciplines.
- Capstone isn’t discipline specific – it connects back to FYS
- Women’s leadership – great initiative, but often small audiences
- Needs to be something more common about FYS that helps them to grasp the aims and aspirants of liberal learning.
- FYS = Inoculation (as Ken says it’s a starting point with skills, strategies, attitudes toward learning)
- Not a one-way thing. They don’t just advise as social justice advocate, but learn. Avoid paternalistic, top-down

- Expose every student to what learning exists – then create common understanding of learning
- Students need to experience that their experience and world perspectives are the norm
- Consistently offer opportunities to raise awareness of the importance of writing ability in the professional realm early in the college experience beyond FYS and Capstone – practice and coaching needed. Emphasize this
- Show how the common curriculum lives with the major
- Some requirements for engaged learning outside of classroom (i.e. some kind of service or experiential learning)
- Give students time to reflect, make connections
- Faculty need to model for students the development we want to see in our students
- Issue now is students who self-studied for EA programs that do not require them to experience themselves as a minority whose world perspective is not the norm
- Goals of liberal learning shouldn't be restricted to common curriculum, but extended to departmental offerings, specific courses
- More interactively between students, especially for students in highly scheduled majors like nursing & education
- More awareness of what other people are teaching so that students can draw connections
- More team-teaching (need time to figure out what other are teaching; or teachers swapping out within same course)
- Opportunity to be a part of a variety of groups, activities, speakers, etc.
- Common curriculum needs to be less prescriptive/less pigeon-holed
- Find ways to avoid having majors with 2 or more required course 1st year
- Avoid rigid, lock-step majors
- ICLP as addition to classes (professional, revived)
- FAE professional criteria required for graduation
- Do we go back to classes flagged for writing?
- Enforce variety, students need to get broad exposure to various disciplines to achieve previous statements
- What is responsibility for professional disciplines (e.g. Accounting, Comp Science) to support, endorse, represent and learn from the ideas of liberal learning? Not to encourage students to treat General Ed/Lib learning requirements as boxes to check off
- Don't stratify disciplines and majors by those that are "hard" from those who shouldn't take up my time
- Faculty need to model – rigorous depth of own discipline; the humanities and social sciences are not somehow "lesser";
- Need to distinguish between a liberal education and the liberal arts
- Liberal arts = discipline x, y & z
- We need to continue to develop a variety of study abroad programs
- Benedictine values
- Want students with AP credits to take classes here because they're different
- Cultivating respect in the classroom, between students & faculty, between peers
- Improve ways we help students make transition from high school to college
- Be explicit about intentions
- Help students understand why we ask them to undertake tasks, what the curriculum/assignment is intended
- Mentor students in how the curriculum might carry forward in their lives

- Perhaps we shouldn't be tenured to a department but to the college/university
- Co-educational living communities (with VP of student development reporting to Provost)
- Current resources: EA, IC learning, student learning
- Count credits – but not in place of CC courses

## **Hard to categorize, off topic, or uninterpretable**

- Employable
- Employed & generous
- Wealthy with a conscience
- Carry and hold up the great reputation (employers want our graduates)
- Can we ask employers about what they value from our alums? Why they hire our students specifically?
- Non liberal arts learn lots of tools to be prepared for particular work
- Work ethics – our students set the bar higher for performance
- Create environments for others to become like above
- Distinct from widespread, cultural trends
- We wondered about whether this distinction should be made between all schools or just liberal arts schools
- We hope this isn't designed solely based on what others are doing but focus on skills & talents
- We go more for breadth than depth – do we want that? Do we reward scholars? Do we promote specialists? Do we give up intellectual rigor by being too liberal arts?
- Tweak question – don't care if it distinguishes us from competitors, all should be doing more or less the same thing, we want all to be successful. Just want us to do it well – better – effectively.
- Competitions – other similar colleges or other different kinds of colleges. Does an education help our students succeed more than another university? Does it have the value of a liberal education?
- Data helps keep our day-to-day frustrations in context, as faculty we need to talk about opportunities rather than “getting done” with a requirement. Student after “get it” after the fact.
- Liberal education can take 20-30 years to entirely sink in
- Student from other colleges sometimes don't go to liberal arts school because they don't think they will be trained well
- Can we instill better messaging?
- FAE different than what any schools have
- Look back fondly; CC spoke to them; communicate to them
- Cultural issues for science students
- Goes back to what is a liberal arts education
- Where they got the awareness
- Seeds planted
- Let marketing do this – realize they need it
- It goes beyond “us” – at a different institution would still teach the same thing
- How do we address students who arrive as “juniors” when they can't possibly experience a liberal arts education with this – student also need 4 years to mature
- Innovative; team players (when appropriate)

- Be ahead of most campuses technology and ability/comfort of our graduates in that area
- Alumni connections
- Contact with former professors/mentors
- Everyone has value; they aren't a # to us, so others shouldn't be a # to them
- "Change?" Adaptation and development are better terms because they don't suggest we are doing something wrong
- What do we want to do a procedural distinction
- To articulate the purpose of the common curriculum they went through
- Connection with natural world and their place in it
- Getting young men to the point of greater involvement, intellectual engagement
- Confident at asking why
- Maintain connections to school, not just college but also departments
- Welcoming place
- They appreciate the liberal arts
- Open to risk (don't make all safe choices in course choices [even first year], in extracurricular activities) Don't have to pack it in (follow passion)
- Be able to develop mastery of a subject, so that they can master new & changing subjects throughout their lives and working careers as they change jobs and as their jobs change.
- Can we continue to support them after they leave school?
- Purge & try – study abroad impacts
- Rich – so they can donate back
- Feel valued by institutions regardless of ability to contribute financially (they are engaged & valued by institutions whether they are professionals with lower pay or if they chose family responsibilities)
- Expected in 5 years: intercultural competency in difficult disciplines. Familiarity, respect, fluency beyond major (ex. Art & religion students acting as advocates for the liberal arts. Empower them not to feel pressure to be solid as wage-earners so they sit on arts boards, get involved in community social services, social justice, liberal education but also involvement in multiple areas)
- Create a transformative environment for students. Not different, but more.
- Liberal arts learn in broader vision, deeper, broader
- Who and what to teach? One class math & science what to get out of there? Majors→ right questions, hard discussion, well-rounded liberal arts education, a major, a field
- What is CC?
- Sequences of CC
- What are included in the CC?
- Selective in a designation
- Favorite CC classes twenty years later; glad they took them
- From small public university
- Common threads
- Curriculum reforms problem – consensus ends with that broad definition
- They are financially stable (and bit donors to their alma mater)
- They are actively proud to be alumni of CSB/SJU and promote what we are & do
- Students graduating with debt – impinges on freedom of choice after graduation
- Have to acknowledge where students come from & help to examine that & make informed choices